

Job Description

Interpreter/Cued Language Transliterater

Statement of Purpose:

The primary function of an Interpreter/Cued Language Transliterater is to act as a facilitator of communication between the Deaf and Hard of Hearing students, the educational staff, and hearing peers in the educational environment. This environment includes classroom, laboratory, field trip (in compliance with ADA), assembly, and other educational sites deemed appropriate for student learning during school hours. The Interpreter/Cued Language Transliterater is a member of the educational team. He/she will convey everything as accurately as possible without editing the message or interjecting opinions. The Interpreter/Cued Language Transliterater will encourage the student to personally communicate up to their full potential. The Interpreter/Cued Language Transliterater will encourage the student to establish personal, independent relationships with the teacher and other students.

Responsibilities:

The educational Interpreter/Cued Language Transliterater is responsible for each of the following:

1. Interpreting and/or transliterating according to the specifications of the student's Individualized Education Program (IEP);
2. Meeting with teachers and staff as deemed appropriate by the educational team and/or supervisor;
3. Utilizing planning time to prepare for demanding course material (teacher's lecture, videotapes, tests) as necessary for successful interpreting and/or transliterating;
4. Demonstrating professionalism in all interactions with administrators, teachers, and staff, with parents and students, and with visitors or individuals unfamiliar with educational setting;
5. Demonstrating professionalism in all ethical areas, especially in applying the RID Code of Ethics and the TEC Unit Code of Conduct to the educational setting;
6. Participating in meetings with the educational team to provide input in the IEP development/review pertaining to the Deaf and Hard of Hearing student's utilization of interpreting/transliterating services;
7. Following all school policies as stated in individual school handbooks;
8. Attending in-service programs and staff meetings as they relate to general information distributed to the faculty, issues that deal specifically with the educational setting, or Interpreter/Cued Language Transliterater development.
9. Setting up the physical setting for the most successful interpretation (e.g., determining the best physical arrangement for the Interpreter/Cued Language Transliterater in relation to the teacher's presentation style and movement within the classroom; working with the teacher to accommodate lighting needs during movies, filmstrips, use of overhead projector, etc.)
10. Educating consumers as needed (e.g., training students to use Interpreters/Cued Language Transliterater, orienting new Interpreters/Cued Language Transliteraters to the school system, inservicing teachers, referring people to other information sources.)

Registry of Interpreters for the Deaf Code of Ethics

Interpreters/Translators shall:

1. Keep all assignment-related information strictly confidential;
2. Render messages faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve;
3. Not counsel, advise, or interject personal opinions;
4. Accept assignments using discretion with regard to skill, setting, and the consumers involved;
5. Request compensation for services in a professional and judicious manner;
6. Function in a manner appropriate to the situation;
7. Strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field; and
8. Strive to maintain high professional standards in compliance with the Code of Ethics.

Appropriate/Inappropriate Responsibilities For Educational Interpreters/Cued Language Translators

Interpreting/Translating is the primary responsibility of any Interpreter/Translator and should take priority over any other demands. Interpreting/translating may be performed in a variety of settings other than the classroom. These settings include, but are not limited to, the following:

- > Field trips (in compliance with the ADA)
- > Club Meetings
- > Assemblies
- > Athletic competitions
- > Announcements
- > IEP Meetings (although not for their own student)
- > After school activities (following Fair Labor Standards)

Responsibilities that tend to lessen the value of the Interpreter/Translator, or are considered an inappropriate use of an Interpreter/Translator include, but are not limited to the following:

- > Copying and filing
- > Bulletin boards
- > Playground supervision
- > Bus driving
- > Lunchroom duty
- > Monitoring study hall or classroom
- > Test administration
- > Substitute teaching
- > Tutoring, **unless** knowledgeable in the subject area, trained in tutoring, and supervised by the classroom teacher.